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| **Language and**  **Level / Grade** | Level 3 - 4  Intermediate Mid/High | Approximate Length  of Unit | | | 6 weeks |
| Approximate Number of Minutes Weekly | | | 250 |
| **Theme/Topic** | Beauty and Aesthetics – World Heritage Sites | | | | |
| **Essential Question** | What is the value of preserving natural and cultural properties for future generations? | | | | |
| **Unit Goals** | | | | | |
| *What should learners know and be able to do by the end of the unit?* | Learners will be able to:   * Summarize the history of initiative to designate World Heritage sites. * Locate and identify several World Heritage sites on a world map. * List the criteria for selection of a place as a World Heritage Site. * Give examples of World Heritage sites, justifying why the sites were selected in terms of its historic importance. * Present an argument to designate a site a World Heritage site. * Compare local, regional, and national attitudes toward saving historic places and artifacts. * Convince others of the value of World Heritage sites. | | | | |
| **Summative Performance Tasks** | | | | | |
| * *These tasks allow learners to demonstrate how well they have met the goals of the unit.* * *The tasks follow the format of the IPA, but are integrated throughout the unit.* * *The template encourages multiple interpretive tasks.* * *The interpretive tasks inform the content of the presentational and interpersonal tasks.* * *The tasks incorporate 21st Century Skills.* | **Interpretive Mode** | | | | |
| View a world heritage site and give possible reasons for its designation based on what you see and background information. | Read information on one of the World Heritage sites to evaluate its worth for continued preservation. | | Watch a video about the preservation process of a natural or cultural property and summarize the key steps in the preservation process. | |
| **Presentational Mode**  **On Demand -** Write about a heritage site or a possible heritage site that you would like to visit. Share as much information as you can about the site. Compare the importance of that site to another site that you have visited or have learned about.  **Project** - Prepare a presentation to convince others that a selected natural or cultural property should or should not be preserved for future generations. | | **Interpersonal Mode**  Participate in a discussion about the value of preserving natural and cultural properties for future generations. | | |

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| **Toolbox** | | | | | | |
| **Can Do Statements** | | | | | | |
| **Interpretive** | | (L) I can understand the descriptions of efforts to preserve a cultural or natural property. (IH)  (L) I can understand the main idea and supporting details of a World Heritage site. (IH)  (R) I can understand postings on a blog about travel to World Heritage sites. (IM)  (R) I can read texts that describe the history of a cultural or natural property in order to summarize why it is being considered as a World Heritage site. (IH) | | | | |
| **Presentational** | | (S) I can deliver a short presentation about a World Heritage site. (IM)  (W) I can write an article about a natural or cultural property that is being considered as a World Heritage site. (IM)  (W) I can post a blog about a World Heritage site. (IM) | | | | |
| **Interpersonal** | | I can participate in a conversation about personal interest in visiting World Heritage sites. (IM)  I can exchange information about World Heritage sites that we studied. (IM)  I can ask for and provide descriptions of World Heritage places I want to visit. (IH)  I can use my language to discuss the value of preserving historic and natural properties with people whose opinions are different than mine. (IH) | | | | |
| **Language Functions**  **I can…** | | | **Related Structures / Patterns** | | **Priority Vocabulary** | |
|  | **Locating and speculating** on why there are more sites in certain areas | | Subjunctive - fact and doubt  I think that, it’s possible that…  prepositions - “in” | | patrimony - cultural, natural, tangible, intangible, preservation, conservation  types of sites - wall, park, cathedral, fort, historical, religious  descriptive adjectives  in ruins, threatened by…pollution, natural disasters, animals, wars, tourists, etc.   * Remonter à (to date back to) * Le berceau (birthplace) * Les vestiges (remains) * A l’époque (at the time) * Au fil du temps (over the years) * Incontournable (a must) * Notamment (particularly) * Selon (according to) * Cependant (however) * Parmi (among) | |
|  | **Describing and categoring** World Heritage sites | | It’s considered to be…. | |
|  | **Recounting** historic events | | preterite, imperfect  recognition of a passe simple | |
|  | **Expressing opinions** about World Heritage sites | | Subjunctive expressions: preferences, opinions, impersonal expressions  Avoiding subjunctive | |
|  | **Making recommendations** for future World Heritage sites | | I would suggest..  Si clause | |
|  | **Explaining** why you would like to visit a specific heritage site | | I would like… | |
| **Key Learning Activities/Formative Assessments**  *This is a representative sample of activities/assessments across the 3 modes of communication.* | | | | | | |
| Learning Activity/Formative Assessment  *(Sample activities are listed from the beginning*  *to the end of the unit).* | | | | How does this activity support the unit goals or performance tasks? | | Mode of Communication |
| View video explaining origin of World Heritage sites; write a reaction to the stated purpose for the World Heritage sites | | | | Establish context for the unit | | Interpretive  Presentational |
| Locate World Heritage sites on a world map; speculate on why there are more in some areas than in others | | | | Become familiar with location of World Heritage sites around the world | | Interpretive  Interpersonal |
| Place World Heritage sites on a timeline by asking and responding questions about the age of various sites. | | | | Place World Heritage sites on a continuum from oldest to newest | | Interpersonal  Presentational |
| Match historic events, people with World Heritage sites | | | | Place World Heritage sites in context | | Interpretive  Presentational |
| Listen to descriptions of World Heritage sites and identify the property described | | | | Become familiar with specific vocabulary to describe World Heritage properties | | Interpretive |
| Write a letter to the editor justifying preserving a natural or cultural property in your region | | | | Expressing opinions | | Presentational |
| Exchange opinions about World Heritage sites you would like to visit some day | | | | Expressing opinions, making recommendations | | Interpersonal |
| Play the role of a tour guide at a World Heritage site | | | | Describing, retelling the history of a place | | Presentational |
| **Resources - All Languages** | | | | | | |
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| **Standards - Language Specific**  **French** | | |
| **Cultures**  (Sample Evidence)  *Indicate the relationship between the product, practice, and perspective* | **Relating Cultural Practices and Products to Perspectives** | |
| **Product:** Pont du Gard aqueduct  **Practice:** Preserving ancient Roman constructions  **Perspective:** Historic, artistic, engineering, architectural value of ancient constructions    **Product:** Vieille ville (Old city)  **Practice:** Maintaining the historic buildings and streets of a city  **Perspective:** Historic buildings and streets as a reflection of the personality and history of the city | |
| **Connections**  (Sample Evidence) | **Making Connections to Other Disciplines** | **Acquiring Information and Diverse Viewpoints** |
| **Social Studies:** World cultures – historic places, artifacts, location of places on a map, timelines  **Art History/Humanities** – architecture, design across time | Websites about historic places from target culture with explanations of the importance of the places to the target culture  Timelines: historical, contemporary to compare events across time and cultures |
| **Comparisons**  (Sample Evidence) | **Language Comparisons** | **Cultural Comparisons** |
| Vieille ville ancient, vieux  Les remparts  Histoire | Visiting historic places as a family weekend activity  Appreciation of old and new constructions |
| **Communities**  (Sample Evidence) | **School and Global Communities** | **Lifelong Learning** |
| Create a community blog featuring World Heritage sites and potential World Heritage sites (bilingual) with comments from people who have visited those places. Invite community members to contribute to the blog. | Monitor and reflect on personal and class goals for the unit.  Document visits to natural and cultural properties, reflecting on their value currently and for future generations. |
| **Resources - Language Specific** | | |
| **French** | [Liste du patrimoine mondial](http://whc.unesco.org/fr/list/)  [Pont du Gard - Toutes les informations](http://www.pontdugard.fr/fr/toutes-les-informations)  [La culture, moteur économique et social pour les villes, d’après un nouveau rapport de l’UNESCO](http://whc.unesco.org/fr/actualites/1572)  [5 sites qui incarnent toute la beauté de la France classés au patrimoine de l’UNESCO](http://dailygeekshow.com/meilleurs-sites-unesco-france/)  [La table francaise entre au patrimoine mondial](http://www.parismatch.com/Vivre/Gastronomie/Depardieu-gastronomie-Unesco-151884)  [C'est quoi le patrimoine?](http://www.1jour1actu.com/info-animee/cest-quoi-le-patrimoine/) | |